



4-H Youth Development

2000 Programs of Excellence

Life Skills-General

Successful Marketing of 4-H to High School-Aged Youth *Georgia*

Situation

The Sigma Lambda Chi 4-H Program developed in Georgia uses Greek letters and names to represent three life skills that are integral parts of the 4-H program.

For many high school students, 4-H wasn't cool. The perception problem caused a high dropout rate among senior 4-H'ers. Throughout the United States, 4-H enrollment suffers a dramatic drop in this age group. Factors contributing to this high drop-out rate include the image of 4-H in high school, lack of exciting projects and activities, and peer pressure. 4-H faculty needed a marketing method to update the image of 4-H, increase interest, and encourage 4-H membership and involvement.

Program Description

To combat the image problem, Georgia 4-H developed the Sigma Lambda Chi 4-H Program. The Greek letters symbolize the life skills that are basic to 4-H programming: service, leadership and citizenship. The successful program has expanded across the state and on the national level as well. A curriculum and training packet for agent and leader training has been developed. Official Sigma Lambda Chi 4-H charters, membership cards, awards, and other marketing tools were created for county use. Program guidelines and assessment tools which enable chapters to report successes and measure impact were established. Classes and workshops were developed and taught on the state and regional level in 1999, reaching over 100 4-H faculty members from 13 states. Displays on the Sigma Lambda Chi 4-H program were viewed by over 250 4-H faculty from 13 states. More than 100 new chapters of Sigma Lambda Chi have been chartered in ten states.

Accomplishments and Impacts

Numerous Georgia counties have chartered chapters of Sigma Lambda Chi 4-H and are successfully using the program to retain members, recruit additional members, and involve them in an active 4-H program. Thirty new chapters of Sigma Lambda Chi 4-H were chartered in 1999 - 2000. 4-H faculty report dramatic increases in membership, averaging between 150 - 200 percent per chapter. Member retention and involvement has increased significantly in each chapter. Through the Sigma Lambda Chi 4-H program, the 4-H image has become positive and attractive to the high school age group. Over 750 Sigma Lambda Chi 4-H pins were sold to chapters to award their members. Profits will be used to develop Sigma Lambda Chi 4-H promotional items. Georgia 4-H has received national recognition as the innovator of Sigma Lambda Chi 4-H. A member of Sigma Lambda Chi 4-H wrote "I'm so proud to be a Sigma Lambda Chi 4-H member! I used to take a lot of grief for being in 4-H. I knew it was great, but my friends just didn't understand. They wouldn't even give it a try. But now, it's cool for everybody to be in 4-H! Of course, I knew that all along! Thanks for sharing the program with our state!"

Resource Commitment

The state program is funded through sale of pins, and 4-H Foundation and donor support. County programs are funded by individual counties.

Collaborative Partners

The program is totally dependent on extension resources including state 4-H Faculty and county 4-H Faculty. A statewide steering committee is composed of state and county 4-H Faculty members as well as several 4-H'ers.

Contact Person

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Corporate Family Camp

Ohio

Situation

Families today are stressed, and children are often the victims. With the increase in single parent families, dual wage families and the dispersion of families; children have less opportunity to interact with adult relatives. In the past, adult relatives were more available to serve as role models for children in a variety

of situations.

Companies are interested in building the capacity of families to deal with the issues and problems that arise. Strong families support successful employees, who come to work ready to produce results. Physical absenteeism and workers who are at work with their minds elsewhere cause reduced production and accidents. Reducing family stress, increasing self-esteem, and improving communication skills can help families and companies. A major Ohio manufacturing corporation that wishes to remain unanimous, 4-H Camp Ohio and the Ohio 4-H Program have formed a collaborative effort to plan and conduct a Corporate Family Camp to benefit families of the companies's employees.

Program Description

The program was a weekend (Friday evening through Sunday after lunch) resident camp conducted at 4-H Camp Ohio. The participants were employees of the company (from all over the company - manufacturing to front office) and their families. The families were from rural, small town and urban backgrounds. The Human Resource Development Group at the company recruited the families and participated in planning the program. The expected benefits for the families participating in the camp were as follows: to help families realize the importance of spending quality time together, to provide a fun atmosphere for families to improve communication skills, to help parents improve their skills in setting limits and managing child behavior and to help families learn to make decisions as a group and cooperation.

An Ohio State University Extension Family Life Specialist conducted one session for all family members on family communication and cooperation and a session for parents on setting limits and managing child behavior. The families participated in group initiatives designed to improve family communications and problem solving behaviors while building trust and cooperation. The Family Challenge was used to reinforce what was learned in the sessions conducted by the Family Life Specialist. Each family had an opportunity to select from a variety of typical camp program sessions during the morning or afternoon when they were not involved in the Family Challenge.

Stakeholder Satisfaction

The State 4-H Specialist committed about 5% of his time to the project and a .5 FTE program assistant was funded by the company to assist with the program and to support other state 4-H programs. The participant satisfaction was very high. A simple, one page questionnaire was placed on each dining table at lunch on Saturday. There were only two open ended



questions. On one side it asked what they liked best and on the other side it asked for suggestions to improve the program (while we still have time to do something about it). The results of this evaluation were so positive that the corporate human resources staff suggested that we get a big sheet of paper and markers for the families to write thank you, notes, thoughts and evaluations to the corporation officers. We used 16 feet of newsprint and the result was a wonderful documentation of the benefits of the program in the participants' own words (and pictures in the case of many of the children). It was presented to the corporate officers immediately following the camp by the human resources staff members.

Accomplishments and Impacts

At the end of the program the families reported significant changes in their evaluations of the importance of five out of six family life behaviors, and that they (96.3% of the participating families) intended to make changes in their family life behaviors. Better communication was the goal of 50% of the families followed by spending more time together and being more clear, consistent, fair about rules by 33% of the families. Other strategies included: better family cooperation by 26% of the families; more patience and less frustration by 7% of the families; and involve children in decision making by 7% of the families.

Ten weeks following the camp, the families reported that they had made improvements in their family life behaviors. Of the 23 families providing follow up evaluative data, the benefits were very positive. Virtually all of the responses (96%) were either "same as or improved". The most improvement was shown in "being more clear, consistent, firm and fair" with 78% of the families reporting improvement as a result of participating in the camp. Fifteen (65%) of the families reported improvements in family cooperation and being patient with one another. Just over half of the families reported improvements in communication and spending time together. The only exception was one family which reported a reduction in one of the five family strength areas "spending time together relaxing and interacting".

Resource Commitment

A total of \$60,000 was contributed by the company to pay for the costs associated with the camps and the development of a model for Corporate Family Camps.

Collaborators

The program was planned and conducted by a collaboration of the staff employed by the 4-H camp facility, the corporate human resource development staff, extension agents, volunteers and faculty from the College of Human Ecology.

Program Contact

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Other Base Program Areas This Program Applies To

Family Development & Resource Management, 4-H/Youth Development and Natural Resources Environmental Management

4-H Camps Summer Evaluation*Massachusetts*Situation

4-H summer camps offer a variety of age appropriate programs that are intended to provide opportunities for youth to develop leadership, social and group living skills, while fostering creativity, independence and responsibility. The 1999 evaluation provides information from all six of the Massachusetts 4-H Camps. Two weeks after camp, surveys were mailed to parents of campers along with a stamped and self-addressed envelopes.

Program Description

The demographics of the campers participating in the evaluation process were as follows:

Girls: 68%	Boys: 32%
Grade Range: 1st to 10th	Median: 6th
Came to Camp with Friend/Sibling: 59%	Alone: 41%
Camper type: Overnight-72%	Day-22% Combine-6%

Campers came from rural, urban and suburban areas.

The data collected in the evaluation focused on two main areas. The first was general goals, which were goals shared by all camps. This information relied solely on the feedback by the campers' parents. The second area was camp programs. Some of these programs were offered by all the camps (swimming, boating, nature) while other programs were offered by 4 of the camps (shooting sports, farm animals, arts and theater). Please note that parents and campers provided data to evaluate specific programs.

Stakeholder Satisfaction

The full-time equivalent (FTE) commitment included the .5

Extension Educator who serves as the 4-H Youth and Family Development (4-H YFD) camping specialist and a .10 FTE commitment of the program's evaluator.

The campers who had evaluations mailed to them had attended one of the six 4-H Camps for a minimum of one week. Each camper had the opportunity to participate in all the programs that their camps offered during their time at camp.

Campers were asked to rate the specific programs in the following areas: skill improvement, would they continue to participate in the program, and did participating in the program help increase their skill level.

Part of the evaluation was directed to the camper's parent/guardian in order to collect data regarding visible changes in the camper's behavior once at home. The parent and/or guardian was also asked how his/her child enjoyed the programs offered, as to whether his/her child would continue to engage in each activity, and what programs did his/her child enjoy participating in, the most.

Accomplishments and Impacts

A total of 566 surveys were mailed with 188 returned, indicating an overall response rate of nearly one-third (33.2%).

To measure how well the camps met their general camp goals and program goals, parents/guardians were presented with a list of eight statements that reflected these goals. For each statement, they were asked to respond on a 4 point scale from "Strongly Disagree" to "Strongly Agree."

Several goals were widely affirmed, that is, 77% of the parents/guardians believed that their child was more independent while 79% believed that their child made friends more easily. Other goals were overwhelmingly confirmed with 87% indicating that camp had helped their child appreciate the natural environment and 90% stating that, in general, the counselors at camp were good role models for their child. Other goals were only partially met. For example, only 44% of parents/guardians indicated that camp helped their child practice better hygiene and only 56% indicated that camp helped their child learn to take better care of her/his things.

The following percentages indicate what specific programs the child enjoyed by "very much" according to the parents/guardians: 55%-Outdoor; 62%-Farm; 64%-Nature & Swimming/Boating; 68%-Arts; 74%-Shooting Sports; and 76%-Horse. These next percentages indicate which activities the parent/guardians believed their child would engage in throughout their lives: 29%-Shooting Sports; 35%-Farm; 48%-

Outdoor; 58%-Arts; 61%-Horse; and 100%-Swimming/Boating.

Next, the campers were asked to indicate the extent to which specific programs increased their skills using the 3 point scale of (1) not at all, (2) somewhat, and (3) very much. The campers related the following information as to how specific programs increased their skills by "very much": 55%-Outdoor; 62%-Farm; 64%-Swimming/Boating; 68%-Arts; 74%-Shooting Sports; and 76%-Horse.

Campers also indicated their plan for continuing to participate in that specific activity by "very much" throughout their lives. Their response was: 47%-Farm; 53%-Nature; 54%-Arts; 57%-Outdoor; 60%-Shooting Sports; 63%-Horse; and 73%-Swimming/Boating.

Resource Commitment

There was no fee charged to the camps. The 4-H YFD Program covered expenses for the evaluator and the mailings.

Collaborators

UMA Extension, 4-H Camp Farley, Howe, Leslie, Marshall/MA Horse Camp and Middlesex.

Contact Person(s)

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Leadership Camp 2000

Mississippi

Situation

Every camp offers the same old thing new friends and fun, but what about a camp that offers new perspectives to traditional 4-H Projects? The Leadership 2000 Camp put a new twist into 4-H with the educational tracks that focused on environmental issues, career pursuits, and entrepreneur efforts. The program involved 28 diverse youth, most of which were not 4-Hers, from an urban area. The program was in the making several years ago with the desire of a 4-H agent to rediscover the lost art of sewing in a nontraditional way. Other agents joined the effort and the program was a hit.

Program Description

Youth ages 10-15 had the opportunity to participate in sewing, entomology, or an expressive arts educational track. The camp was three days filled with field trips, activities, workshops, and

choices that appealed to today's active youth. Each track was based on the experiential model, in that the participants learned by doing. Youth made things as a service learning project, they got to do some job shadowing to see how to turn their hobby into a business, and they also learned that expressing yourself can happen in many different ways. Communication was really targeted in the Leadership workshops that were adventure-based and process oriented.

Accomplishments and Impacts

The Coordinators chose to evaluate this program in a very unique way, but also very creative for this age group. At the end of the week, the participants were required to showcase the knowledge they had obtained and the confidence they gained for none other than their parents. The parent participation was remarkable with a large percentage in attendance. The youth used visual aids and public speaking to share the unforgettable experiences of the week.

The young entomologists shared their tales of their adventures to the cricket farm and the honey bee yard. Each participant in the entomology track discussed an insect order they explored during the week along with information about how to pin and preserve each one. "A Taste of Honey" was offered to the audience to demonstrate different flavors of colors of honey.

The future fashion designers modeled their Capri jeans. Each girl shared a project and explained how it was made while all the young sewers showed each of these items to the audience.

The aspiring performers presented an outstanding array of talent from public speaking to dancing. The puppeteers presented the grand finale with an environmentally focused puppet show. All of this was not just used to show knowledge gained but to focus in on the successes those youth accomplished for themselves with the assistance of a caring adult.

Collaborators

Other groups or agencies that made this possible were Canton Cricket Farm, Hinds Community College, and Sparks Bee Yard.

Contact Person(s)

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Other Base Program Areas This Program Applies To
Community Resource & Economic Development
4-H/Youth Development

Leadership & Volunteer Development

4-H in Mexico

Pennsylvania

Program Description

In partnership with the Chester County 4-H program, collaborators spent nine days in Mexico working with local, regional, and Mexican state educational personnel and teachers. 4-H programming in leadership, music, photography, and Kids For Character was presented to over 300 students in six schools. Grade levels ranged from kindergarten through secondary.

Sister programs were established in both Chester County at the 4-H After School Migrant Education Club of New Garden Elementary School and in Mexico at the Leona Vicario Elementary School. By linking these two programs together, the children in both programs are learning about each other's culture, and learning important values to lead a positive productive life.

Accomplishments and Impacts

A new 4-H program in Cerro Del Guayabo was started. Twenty-six 4-H photography and character education projects from the Chester County site were shared with the new 4-H members in Mexico. Forty-three examples of photography and character education stories were presented to the American team at the end of the visit. The stories have been translated into English.

Collaborators

The Mexican Consul; Gobierno del Estado, the Secretaria de Educacion; Elizabeth Garuno, Mexican citizen and high school student in West Chester; Juan Avila, Mexican-American volunteer; Chester County Migrant Education staff; Doris Chavez, New Garden English As A Second Language teacher; Diane Schettone and Milton Machuna, Temple University Visual Anthropology Program.

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